




Our topic for the new half term would be... **PLAYLIST**

	Morning		Afternoon
	FITNESS/PE: In the last half term each year, we take children on to the field each day to do the 'Mile a Day' challenge. Children of key workers, as well as those in Y1 and Y6 will be doing this in school, so have a go in your local area this week as part of your home learning!		Begin your afternoon with some handwriting practice. Look below at the songs we are focusing on – why not find the lyrics online and use them during handwriting sessions?
Mon	<p><u>English</u> <u>Making inferences</u></p> <p>This week you will be writing a <i>formal letter of complaint</i>. In lesson 1 we will be watching a music video to put our writing in context. Follow the link below to find the video (you will need to scroll about three quarters of the way down to find it).</p> <p>'Duke Dumont Feat. A.M.E - Need You (100%)' https://www.literacyshed.com/the-music-video-shed.html</p> <p>Pause the video at around 2mins 25 as the man leaves the beach. Where is he going? How is he feeling at this moment?</p> 	<p><u>Maths</u></p> <p>ALL WEEK 15 min warm up... There are new Purple Mash activities or use an alternative maths website for mental maths.</p> <p>Visit the following website... https://whiterosemaths.com/homelearning/year-4/</p> <p>Find the pink rectangle tab that is called 'Summer Term - Week 6.' (You may need to scroll down to the bottom for this) and click on the + sign on the right edge of it to expand this sequence of lessons.</p> <p>Today's lesson: Add 2 or more fractions</p> <p>Each lesson contains a tutorial video, that can be paused when questions are asked, as well as an activity sheet and answer sheet, found just to the right of the video. You don't need to be able to print the questions to tackle them – simply record your answers on a separate piece of paper.</p>	<p>New spellings available on Spelling Shed – 'gue' sound, and k sound spelled 'que' Find them listed on the third page below this table.</p> <p>The Hive game on Friday will focus on these words.</p> <p>Remember to choose an activity from the Spelling Menu (below this table). Finding definitions and using the words in sentences is always very important too. These strategies will help the words stick in the children's minds, especially when there isn't a clear rule to learn and apply.</p>

	<p>Find out what the words 'stethoscope', 'cassette' and 'negligent' mean.</p> <div data-bbox="425 290 788 464" data-label="Image"> </div> <p>Complete a thought bubble for the main character and the dancing man at the bus stop. Make it clear through your word choices how the two feel very differently about the situation.</p>		
Tues	<p><u>Features of a letter of complaint</u></p> <p>Re-watch the video, pausing again at the same point.</p> <p>What has the man got to complain about? How can he rectify the situation?</p> <p><i>We are going to imagine when he leaves the beach, he returns home to write a letter of complaint to the hospital about the negligent treatment he receives at the start of the video.</i></p> <p>Look at the example of a formal letter on the first page underneath this table. The key features are in different colours. In the table beside it, see how many of the features children can identify by writing in the appropriate colour on each row.</p> <p>Extension:</p> <p>Use an (online) thesaurus to find as many words as you can meaning '<i>bad</i>' or '<i>angry</i>'. These are called <i>synonyms</i>.</p>	<p>Lesson 2 – Subtract fractions</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p><u>MUSIC / PSHE</u></p> <p><i>It is important that we try to remain positive in these difficult times and focus on the good things life has to offer. This week we will be listening to and reflecting on songs from the past that deliver an important or uplifting message to their listeners. Encourage children to listen carefully to the lyrics in the songs and discuss the meaning with them.</i></p> <p>Lean on Me – Bill Withers https://www.youtube.com/watch?v=rdlPVBvkr-s</p> <p>When have you had to lean on someone for help? When have you had someone lean on you?</p> <p>Task:</p> <p>Purple Mash TODO – My Friend</p> <p>Think about a friend that you have had to 'lean on' in the past and complete the task to show what their good qualities are.</p>

Wed	<p><u>Formal vs informal language</u></p> <p>Children wrote an informal letter to Stig (from Stig of the Dump) earlier in the year. It was informal because Stig was their friend.</p> <p>Why does this letter need to be formal? (ANS: So it will be taken seriously, comes across as professional, and will be dealt with swiftly).</p> <p>Complete the matching activity on the second page below this table. Link the informal sentence on the left to the formal version of the sentence on the right.</p>	<p>Lesson 3 – Fractions of quantities</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p><u>MUSIC / PSHE</u></p> <p>Wonderful World – Louis Armstrong https://www.youtube.com/watch?v=A3yCcXgbKrE</p> <p>Task:</p> <p>Purple Mash TODO – Louis Armstrong Song</p> <p>Complete this task, thinking about what makes a wonderful world in your view.</p>
Thurs	<p>Set up your letter in the correct layout, using the hotel example as a guide. Use the structure outlined below to scaffold the main content of the letter.</p> <p>Suggested paragraph structure:</p> <ol style="list-style-type: none"> 1. Introduction (reason for complaint) 2. Treatment at hospital 3. The impact on his life (longest section) – all the annoying and frustrating things that have been happening to him. 4. Conclusion (include a threat?!) <p>Remember to finish off your letter in a formal, appropriate manner.</p> <p>YOU ARE WRITING IN ROLE AS THE MAIN CHARACTER.</p> <p>There are some useful sentence openers on the second page below this table.</p> <p><i>Tomorrow's lesson has been left free as we anticipate that children will need extra time to complete, proof-read and improve what they have written. They could even type up a final, polished piece and email it to:</i> avyear4@theavenueprimaryschool.co.uk</p>	<p>Lesson 4 – Calculate quantities</p> <p>Follow the same instructions as on Monday to find the next lesson in the sequence.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p><u>MUSIC / PSHE</u></p> <p>Heal the World – Michael Jackson https://www.youtube.com/watch?v=fzDft0DZRUw</p> <p>Man in the Mirror – Michael Jackson https://www.youtube.com/watch?v=Zqe5NP86OCc</p> <p>How can you help to heal the world and make it a better place?</p> <p>Task: Set up your own charity...</p> <p>Purple Mash TODO – My Charity Organisation</p>

Fri	HIVE GAME at 10am on Spelling Shed	<p>Lesson 5 – Friday maths challenge (following on from yesterday's lesson).</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p style="text-align: center;"><u>PSHE</u></p> <p>Task: Yesterday you created your own charity. Today, Layla would like some advice on setting up a charity called 'Water for everyone'. Log in to Purple Mash and respond to her emails to share advice and expertise.</p> <p>Purple Mash TODO – Layla's Charity Choices</p>
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23 Wheatlands Lane,
Hundale Crescent,
Redcar,
TS10 2PU.

18th February 2020

Blue Skies Holiday Company,
47 High Street,
Guisborough,
TS14 6BA.

Dear Sir,

I am writing to complain about the appalling standard of service my family and I received during my recent stay at the Halton Hotel in Edinburgh during the week commencing 5th December 2019 which you booked for me. There are several poor elements of the hotel's service that I will address in this letter.

On our arrival, there was nobody to greet us and when, after a 15 minute wait, we were finally booked in, the woman was sullen and unhelpful and made no apology for her lengthy absence from the reception desk. Furthermore, she made no attempt to hide the gum she was chewing and proceeded to 'chomp' her way through our check-in. Awkwardly, we watched in disbelief as she pounded the keyboard, before barking our room number at us!

Our experience went from bad to worse when we were directed to our 'family' room, only to find that, not only was the child's bed in a dangerous position next to a scorching radiator, but that the cot we had been promised for our 18 month son was not available. To add insult to injury, we were merely told to, "Stick him in your bed with you!" Needless to say, we checked out of the hotel and found ourselves alternative accommodation – after a long search.

Is this really the standard of service we should expect to receive from a popular '4 star' hotel?

As recompense for our dreadful experience, I would be grateful if you would refund us the cost of our stay in Edinburgh. Should you not comply with this request, I shall be seeking legal advice.

Yours faithfully,

Mrs. Marian Jarvis









Feature	Colour
Emotive language (things that describe how bad the experience was)	
Appropriate/formal opening and ending	
Conclusion (this may include a threat!)	
Rhetorical Question	
Introduction (the reason for the letter)	
Fronted Adverbials	
Date that the letter was written	
Address of the writer	
Address of the hotel	
Formal language choices	

Informal	Formal
It's driving me round the bend!	I would be very pleased with that.
We went down the beach.	Things are uncertain.
I'd be totally chuffed with that.	I was relaxing while dining.
The situation is a bit dodgy.	Those songs are excellent!
I feel a bit under the weather.	We took an excursion to the seaside.
I was chilling and having a snack.	It is extremely irritating.
Those tunes are banging!	Can I rely on you?
I can count on you, can't I?	I am not feeling at all well.
Can you think of three formal sentences to go in your letter? Remember to write in the first person (using 'I', 'my', 'we' etc.)	

Word bank - formal complaint letter

Dear Sir or Madam,
I am writing to complain about...
I am writing to inform you that...
I am writing to tell you about...
This happened when.....
In addition to this...
Furthermore....
I would also like to point out that...
It is my opinion that...
I expected...
I hoped...
I believed...
In addition...
How would you feel if...?
How would you respond if...?
I would like to suggest that...
To improve this situation, I think...
In conclusion...
Yours faithfully,
Yours sincerely,

SPELLING MENU

1. ABC Order  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	2. Word Parts <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	3. Other Handed <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	4. Vowel Spotlight <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
5. Use Technology <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	6. Pyramid Words <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	7. "Ransom" Words <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	8. Rainbow Words <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
9. Scrambled Words <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	10. Silly Sentences <p>Write 3 or more sentences that use all your spelling words.</p> 	11. Prefixes and Suffixes <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	12. Word Search <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
13. Flashcards <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	14. Picture & a Story <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	15. Words without Vowels <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	16. Train Words <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>
17. Write a Story, Poem or Song with Words <p>Write a story using all your spelling words. Underline the words you used.</p>	18. Bubble Letters <p>Write your spelling words out in bubble writing.</p> 	19. Words Within Words <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	20. Picture words <p>Draw a picture and hide your spelling words in the picture.</p>

Words with gue and k sounds.

Many of the following words have an unusual spelling pattern because they originally come from the French language.

league
plague
rogue
vague
fatigue
catalogue
dialogue
colleague

tongue – slightly different sound but an important spelling.

unique
antique
mosque
cheque
technique
plaque
opaque
boutique